

## Exploring Procedural Text

### Lesson Preparation

Daily Lesson 18	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.11A E1.15Ci-iii	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking.</li> <li>— How does making connections to text impact understanding?</li> <li>— How does making connections help understanding in real world situations?</li> </ul>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Purpose</li> <li>Clarity</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook</li> <li>Example procedural texts (1)</li> <li>Procedural texts from Daily Lesson 17 (1 per group)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.	
<b>Background Information</b>	Steps in analysis: <ul style="list-style-type: none"> <li>Determine the objective(s) of procedural text</li> <li>Analyze the clarity of the objective(s)</li> </ul> <p>This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections to include personal and world connections, thoughts, and responses to informational texts and media."</i></p>	
<b>Teacher Notes</b>		

## Instructional Routines

Daily Lesson 18	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students analyze and evaluate a procedural text for clarity of purpose.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Review with students the structure of procedural texts as they refer to the notes in the Reader's Notebook.</li> <li>2. Display your example procedural text. Ask: <b>What is the purpose of this text?</b> Discuss responses.</li> <li>3. <b>Think Aloud</b> to analyze the clarity of the authors purpose, considering the following: <ul style="list-style-type: none"> <li>• Approximately how long did it take to discover the purpose? Why is this important?</li> <li>• What does the list of necessary items accomplish?</li> <li>• Do sub-headings help with the clarity of the text?</li> <li>• How does the use of numbers or letters indicating chronological order help provide clarity? Would the text be more or less complicated without them?</li> <li>• What reading level would a person need to have to understand the text? (Consider the following: same as mine, higher than mine, lower than mine.)</li> <li>• What purpose do the warnings serve? What if the author had not included them?</li> <li>• Do the graphics used in the text help to clarify the purpose? Are they a distraction?</li> </ul> </li> <li>4. Model drawing a conclusion about the clarity of purpose of the text, including identifying examples from the text which support your conclusion.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. In <b>Collaborative Groups</b>, students discuss and draw conclusions about the purpose of their procedural text.</li> <li>2. Individually, students evaluate the clarity of purpose of the procedural text, using examples from the text to support their conclusion.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Which factors are most important in determining the clarity of the purpose of a procedural text?</b> Discuss responses.</li> </ol>